Northlands
College

Annual
Report

2007-08

MISSION

The Mission of Northlands College is to provide quality education and training programs that will meet the development and employment needs of Northerners, enhance social and economic development, and prepare Northerners to participate in the labour market.

PHILOSOPHY

Northlands College believes that:

- Learning is a life-long process and there is potential for all individuals to grow and to change at all stages of their lives.
- Northern residents should have opportunities for personal growth, and for participation in the social and economic development of the Province, particularly the North.
- Adults have rights and responsibilities for their own education: what to learn; how to learn; when to learn; where to learn.
- Adult training and education improves the quality of life by enhancing employability, increasing educational levels, and providing opportunities for enhanced personal and professional development.
- Adult training and education develops healthy communities as well as healthy individuals.
- Adult training and education agencies should be accessible, accountable, and responsive to the communities served.
- A co-operative, collaborative approach among agencies involved with education and services will increase efficiency and effectiveness and enhance benefits for all.
- Collaboration and partnerships with business and industry increases quantity and quality of training opportunities, maximizes available resources, enhances skill transfer and improves opportunities for employment.

PRINCIPLES

Northlands College adheres to the following guiding principles:

- **Accessibility:** Increase access to a broad range of programs and services by focusing on improved extension and decentralization of programs and services, expanded partnerships, program development, use of technology, collaboration, coordination and enhanced counselling support.
- **Responsiveness, Relevance and Community Involvement:** Promote responsiveness to the needs of the North through the development of effective partnerships with local and aboriginal governments, funding agencies, business and industry, K-12 school systems, and other stakeholders in the planning and development of relevant training, education and career opportunities.
- **Quality:** Maintain and enhance the quality of adult training and education in order to improve the quality of life, to ensure portability of skills and to better position northerners to compete in the labour market.
- **Accountability:** Improve accountability to the public for use of resources and achievement of outcomes in College programs and services.
- **Optimizing Resources:** Optimize the use of available resources in order to maximize opportunities for learners.
- **Mobility:** Provide education and training which enables learners to achieve upward and lateral mobility between provincial programs and institutions and within the national and international context.
- **Equity:** Adopt inclusive approaches to achieve equitable opportunity and success.
- **Public Image:** Enhance the College's profile and reputation through the promotion of College programs, services and achievements.

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LETTER OF TRANSMITTAL

December 19, 2008

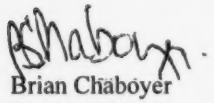
Honourable Rob Norris
Minister of Advanced Education, Employment and Labour
Room 208 Legislative Building
2405 Legislative Drive
Regina, Saskatchewan
S4S 0B3

Dear Minister Norris:

On behalf of the Board and in accordance with the regulations under the Regional Colleges Act of the Province of Saskatchewan, I am pleased to submit the Annual Report of Northlands College for the fiscal year ended June 30, 2008.

We remain,

Respectfully yours,



Brian Chaboyer
Board Chairperson

BOARD REPORT

Northern Saskatchewan continues to experience a growing economy primarily driven by mineral exploration and production, construction and an emerging oil sands sector. Northlands College works closely with northern industry, communities, First Nations and Metis organizations and a broad range of other stakeholders to maximize northern participation in this growing economy. The College's strength remains in its strong partnership base and the relationships and networks that have been built over time.

The Annual Report illustrates the extent to which the College has achieved its goals, objectives and targets for the reporting year and the progress made in relation to the overall strategic plan. The Board commends the staff and thanks the partners for their joint efforts in ensuring that Northlands continues to provide programs and services that meet the real needs of northern Saskatchewan.

This is our 20th anniversary year as Northlands College. It is time to celebrate, reflect on where we have come from and use the lessons learned to move forward. A number of events are being held throughout 2008 across the college regions. In June, 2008 the College hosted an anniversary golf tournament and banquet to thank all the partners, colleagues and friends for their support over the past 20 years.

The Board held ten regular meetings, an annual general meeting, and a strategic planning retreat during the 2007-08 fiscal year. In addition to the board meetings, the board attended various functions including scholarship awards, graduation ceremonies, college anniversary events, staff in-service, program planning consultations, and participated through appointed representation on the Scholarship Committee and Policy Council. The board also undertakes regular review and development of governance related policies. As a result of that process, revisions were made to the following policies:

- #302 Evaluation of CEO Performance
- #304 Evaluation of Managers
- #414 Program Tuition and Book Fees
- #421 Accounts Arrears – Students

In terms of board development, the board participated in the Board of Governors Leadership Series sponsored by Advanced Education, Employment and Labour, conducted an annual evaluation of board performance and held a strategic planning workshop. Three board members, including the board chair also attended the Association of Canadian Community Colleges annual conference in Prince George.

The Board had three vacant positions in 2007-08. The Athabasca seat became vacant due to the appointed member relocating outside of the region; the La Ronge seat remained vacant since 2006-07; the Pelican Narrows seat became vacant due to the untimely death of the appointed member.

The Board committed approximately $310,000 of restricted financial reserves for the following purposes:

- Capital equipment replacement at Buffalo Narrows student residence
- Welding shop renovations – Creighton
- Second payment for natural gas installation - La Ronge
- Upgrade of CNET to 10mg line – Air Ronge
- Computer replacement and upgrades
- Parking lot upgrade – La Ronge
- Literacy curriculum development
- Delivery of Developmental Studies 3 – Pelican Narrows
- Staff training

The Board of Northlands College is committed to maximizing the college's contribution to the socio-economic development of northern Saskatchewan. Partnership development, northern stakeholder involvement, training linked to employment and capacity building remain the cornerstones of that commitment.

Brian Chaboyer, Board Chairperson

GOVERNANCE

Board of Directors

Sandy Rediron – Chairperson
Beauval

Brenda Janvier
La Loche

Loretta Morin
Buffalo Narrows

Terrance Iron
Ile a la Crosse

Steve Ballantyne
Pelican Narrows

Wayne Elliott
Denare Beach

Brian Chaboyer
Cumberland House

Board Committees

Executive Committee (includes personnel & audit functions)
Sandy Rediron – Chairperson
Brenda Janvier – Vice-Chairperson

ASRC Representative
Sandy Rediron

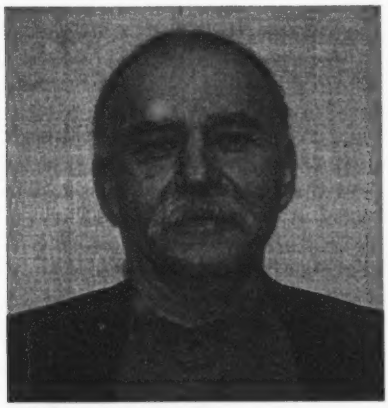
Scholarship Committee Representative
Brian Chaboyer

Policy Council Representatives
Terrance Iron
Loretta Morin

Meeting Dates

September 20 2007
October 18 2007
November 15 2007
December 20 2007
January 18 2008
February 14 2008
March 20 2008
April 16 2008
May 15 2008
June 18 2008
June 19 2008

CHIEF EXECUTIVE OFFICER



Bill McLaughlin, CEO

Labour market development remains the primary emphasis of the College's efforts in serving the education and training needs of northern Saskatchewan. Northlands has taken a sectoral approach to training with partnership based strategies in place in mining and road construction, and another one underway in the health sector.

The Multi-Party Training Plan in the mineral sector has been in existence since 1993 and renewed in five year phases. The third five-year phase completed in 2007-08. A summative evaluation is underway and will form the basis of MPTP IV. MPTP III sponsored 1615 seats in the areas of apprenticeship, basic education, skill training, technical training and workplace education for a total expenditure in direct and in-kind funding of $15.7M. At the end of 2007, the mining industry in northern Saskatchewan had a total workforce of 1671 with a northern participation rate of 49%, the majority of which being of Aboriginal ancestry. Northerner labour force participation rates by occupational category as of the end of 2007 are as follows:

- Professional: 9.5 out of 95 (10%)
- Supervisory: 58 out of 222 (26%)
- Trades: 98 out of 362 (27%)
- Technical: 150 out of 334 (45%)
- Equipment Operators: 207 out of 304 (68%)
- Support Services: 137 out of 178 (77%)
- Mill Operators: 156 out of 177 (88%)

In response to a need expressed by industry, Northlands College has submitted a proposal to the Ministry of Advanced Education, Employment and Labour requesting approval to proceed with the development of a Northlands accredited program to train geological technicians for the mining industry.

Northlands College is involved in a collaborative partnership with the provincial and First Nations health authorities in northern Saskatchewan. The purpose of the partnership is threefold:

- to ensure that northern people receive the education, training and access to employment required to pursue careers in the northern health sector;
- to maximize the opportunities for employment of northern people in the health sector;
- to build capacity of the northern health sector to strengthen health and well-being of northerners.

In addition to the northern health authorities, Northlands College and the Northern Health Strategy, the partnership includes the Prince Albert Grand Council, Meadow Lake Tribal Council, Woodland Cree, Saskatchewan Indian Institute of Technology, Gabriel Dumont Training & Employment, Dumont Technical Institute, provincial government through Saskatchewan Health and AEEL, and the federal government through First Nations and Inuit Health, Indian and Northern Affairs Canada, Services Canada, and Public Health Agency of Canada. The partnership is operationalized by a steering committee of the aforementioned agencies, co-chaired by Northlands College and the Northern Health Strategy, with a primary mandate of developing and implementing a long-term training strategy to train northerners for a broad range of occupations in the northern health sector. In 2007-08, the steering committee undertook a detailed analysis of the HR requirements using the services of Laurence Thompson Strategic Consulting. Mr. Thompson's report was accepted by the committee in April 2008. The report will form the basis of a multi-party, multi-year training strategy to address the HR requirements of the northern health sector. A health career access program, developed with funds from Sask Health and First Nations Inuit Health, was piloted in La Ronge during the 2007-08 program year. Following an evaluation of the pilot, the intent is to deliver this as a core program through the three regional campuses in Buffalo Narrows, La Ronge and Creighton.

The recently introduced Bachelor of Northern Studies degree completion program in partnership with the University of the Arctic and University of Saskatchewan has graduated its first cohort. The degree program is part of UArctic's Circumpolar Studies Program and has a program concentration in Aboriginal public administration. Seven Northlands students completed the requirements for the program and are the first graduates in Canada. They were honored at the UArctic Council meeting in June, 2008 in Edmonton and will be conferred their degrees at the U of S fall convocation.

Northlands, as a member of small working group of the Northern Apprenticeship Committee, assisted in the development of an Aboriginal Skills Employment Partnership (ASEP) proposal. The proposal was approved by HRSDC in April, 2008. The proposal provides $33M over a four year period, cost-shared by the federal government, provincial government and industry, to implement a training strategy directed at employment in the mining and oil sectors in northern Saskatchewan. The project is intended to train approximately 1400 Aboriginal students for a minimum of 700 jobs in the aforementioned resource sectors. The project, entitled "Northern Career Quest" is administered by a non-profit board chaired by Gary Merasty, Vice President of Cameco with membership comprised of mining and oil companies, training institutions, tribal councils and Metis agencies. Given the late approval, no training was delivered in 2007-08. Offices were procured, an interim CEO appointed and administrative staff was hired by the end of June, 2008.

The following tables provide a comparative overview of programming and student enrollment levels.

Table 1
Comparative Program Activity Levels

	2006-2007		2007-2008	
	Programs	**Enrollment**	**Programs**	**Enrollment**
Skills Credit	94	1217	61	600
Skills Non-Credit	17	132	13	129
Basic Education Credit	10	287	14	348
Basic Education Non-Credit	42	583	26	420
University	3	85	3	71
Total	**166**	**2304**	**117**	**1568**

Table 2
Student Completion Rates

Year	# of Programs	Enrollment	Completion Rate
2003-2004	124	1845	83%
2004-2005	134	1806	79%
2005-2006	127	1919	81%
2006-2007	166	2304	80%
2007-2008	**117**	**1568**	**72%**

PROGRAMS AND SERVICE SUMMARY

OVERVIEW

Program activity and enrollment levels decreased in 2007-08 compared to previous year. The large variance in 2006-07 was due to one-time increased capacity of 728 seats funded by Advanced Education, Employment and Labour.

Northlands College collaborates with partners to implement and support unique sector agreements such as the Multi-Party Training Plan III for the mineral sector, the Northern Roads Strategy and Northern Career Quest. The Northern Career Quest $33M project will be targeting 1400 training seats for 700 jobs over the next four years. The tradition of partnership, collaboration and networking is well established in the north; the Northern Labour Market Committee and sub-committees provide Northlands College unique opportunities to meet the needs of northerners and the local economy.

Three major issues are of note this year. Recruitment of instructors in particular for skill training has been a challenge and in some case the programs have had to be cancelled. The second is the release of the residential school funds impacting retention in programs resulting in a significant decrease in our completion statistics. The third issue was the ability of students in La Ronge and Creighton to find accommodation and/or affordable accommodation.

OUTCOMES

Adult Basic Education

Forty Adult Basic Education programs were delivered in fifteen communities and three mine sites (appendix A) totalling 768 enrollments (table 4). Further analysis of the Adult Basic Education statistics, reveals that 64% of participants completed or graduated from ABE programs and 90% of participants declared to be of Aboriginal ancestry. The number of programs between credit and non-credit programs fluctuates year to year. The College does not have the financial resources to offer all programs in every community therefore, the delivery of programs follows a rotation of Developmental Studies Phases I, II, and III, and Adult 12 in communities without a main campus.

Adult Basic Education **Credit** program enrollments totalled 348 participants (table 4), with 121 completing and another 79 graduating (table 6). Of those students who were contacted for follow-up 15 proceeded to employment and 83 went on to further training (table 6).

In 26 Adult Basic Education **Non-Credit** programs, (includes literacy) enrollment totalled 420 (table 4) with 288 participants completing (table 6). Follow-up results (not including literacy) of contacted students showed that 17 had gained employment and 21 proceeded on to further training (table 6).

Key initiatives in Adult Basic Education and Literacy included developing and piloting Pre-Developmental Studies A and B curriculum guides for the Circle of Learning Benchmarks. In addition, funded by Advanced Education, Employment and Labour, full implementation of Technology Enhanced Learning for Literacy Learners was continued with 44 participants in 8 communities. The multi-media literacy program allowed literacy learners to access education from a distance with instructor led support delivered by telephone, fax, face-to-face and online programs such as, Moodle and Breeze.

Skills Training

Northlands College delivered 74 Skills Training programs in 23 communities. Skills Training program's had a total enrollment of 729 (table 4) participants of which 659 (table 7) declared Aboriginal ancestry. Overall, the completion/graduation rate for Skills Training was 81%.

A few highlights this year included the completion of the Mine Engineer Technician program, a two-year diploma; the supported delivery of the Practical Nursing program online; and the pilot of the Health Careers Access Program. Of the 8 students that completed the Mine Engineer Technician program 4 were hired into mine tech positions and the others have been hired by the mines but not directly into a mine tech positions. Of note in the Health Career Access program, 60% of the students are pursuing careers in health, two in NEPS (Registered Nurses), three have applied to Practical Nursing and one is attending Dental Therapy. The Practical Nursing on-line program is a provincial pilot based on a partnership with Peter Ballantyne Cree Nation, Health Services, SIAST, and Northlands

College to provide a decentralized tutor supported distance based program in Pelican Narrows, Deschambault and Southend.

University/ Technology Enhance Learning
Northlands College is an official off-campus Arts and Science site, offering courses from the University of Saskatchewan, University of Regina and University of the Arctic. University access through Northlands College is coordinated out of La Ronge with full-time student programs in Buffalo Narrows, Creighton and La Ronge. Other communities with part-time access through SCN sites include Sandy Bay, La Loche, Ile a la Crosse and Stanley Mission.

SCN continues to be the critical component to our university programming. Online and independent study courses are included in our distance education model, but SCN televised courses are the students' preferred mode. Ideally, off-campus students need an equal mix of televised and online options for the best access.

Northlands College continues to offer its model of "Supportive Program Approach" in each of the three program centres. Full-time Distance Education Tutors support students in a learning-center environment. Students attend thirty hours per week, using the classrooms, the computers, the tutors and other students as a necessary support system. We can not stress enough that without on-site support via the technician, coordinator and Distance Education Tutors, most of our students would not survive the first few weeks of class, and experience a high level of success.

By integrating University, SCN and TEL funding, and with careful budgeting and expenditures, we were able to provide Distance Education Tutors for almost ten months.

University highlights include:

- The University Regional Program in all three centers had a Teachers Entrance option, a Bachelor of Arts option and a Degree Completion program, *B.A. in Northern Studies.*
- A one-year University of Regina *Certificate of Continuing Education Administrative Development* program was offered in each center.
- In June 2008 the first intake of the *Degree Completion program,* ***Bachelor of Arts in Northern Studies*** students completed their program. This degree's additional focus on Aboriginal Public Administration directly ties this program to the northern labour market needs. The University of Saskatchewan, University of the Arctic and Northlands College have partnered to present this opportunity. **Seven students will receive their diplomas at the fall convocation in Saskatoon.**
- Ten students were honoured at a ceremony and luncheon in Edmonton May 6, 2008 as **the first UArctic Graduates in Canada. Eight of these were Northlands College students**.
- Northlands College, University of Saskatchewan and Saskatchewan Advanced Education, Employment and Labour continued to partner to present ***SOS: Surviving Off-campus Studies***. This series of study skills workshops was presented weekly in the fall and rebroadcast in the winter. Marilyn Iwasyk, DE Tutor, used videoconference to link from Creighton to Regina for live broadcasts through SCN. Telecasts were then archived through video streaming and made available through the internet from SCN e-cast site.
- ***SOS: Surviving Off-campus Studies*** series was chosen for a concurrent session presentation at the Distance Learning Administration Conference (DLA) in Georgia, USA June 25, 2008. Glenys Plunz, Marilyn Iwasyk, and Cheri Spooner presented.
- Videoconference equipment is used several times per week to offer courses and tutorials. This technology is liked by students and staff and will have an expanding role in our programming.

Major Issues and Barriers:

- Computer equipment in the TEL Access Centres needs to be upgraded and/or replaced.
- The TEL Access Centres, six computer terminals in each centre, are utilized full-time by students taking online and distance courses. More computers would be beneficial.
- The Universities need to present **more courses through the televised SCN mode**. Off-campus full-time **students can NOT take more than two online courses each semester**. Online courses are very heavy and very time-demanding compared to face-to-face or televised. Students in rural and northern Saskatchewan need more non-online options!

Key lessons learned

- Access is not enough – students succeed because of constant support and encouragement. Programming can be designed using the TEL developed course options and delivered successfully if extra support services are added, i.e. salaried tutors.
- **Students are not able to do a full-time university program solely through online courses.** Online courses require considerably more "hours per week" than face-to-face or televised. Thus, students report being able to complete a maximum of two online courses at one time.

Services and Learner Support

The counsellors and student advisors are involved in implementing the Basic Education Assessment Model, which is incorporated into the counselling process, student selections and student centered team meetings. In addition, Counselling Services provide services in orientation, career planning workshops, financial counselling, referral to specialized services and academic assessment.

GOALS

The following chart provides a summary of the College's achievements in relation to its goals and objectives, and the proposed key actions.

GOAL 1:	Develop a skilled northern workforce to meet local, regional and provincial labour market needs
OBJECTIVES	1. Ensure, where appropriate, that programs and services meet provincial and national standards. 2. Establish a direct link between training and employment through strategic partnerships with employers. 3. Deliver skill-training programs at a local and regional level in response to local employers, northern industry and economic trends. 4. Maintain a balance between education and training for short-term and long-term labour market needs. 5. Expand the availability of technical and skill training opportunities through the maximization of brokerage agreements with SIAST and, where applicable, with other institutions; expanded partnerships with industry; the pursuit of certification; the use of technology. 6. Expand options for work-based training, including apprenticeship and cooperative education. 7. Improve the participation of under-represented groups to enhance their employability and to contribute to a representative workforce.

KEY ACTIONS	Timeframe	Results
Deliver forestry related training in collaboration with the Forestry Training Committee in response to labour market demand identified by industry.	On-going	Economic down turn in forestry has resulted in the cessation of the Forestry Training Committee and the associated financial commitment.
Partner in a renewed five-year Forest Protection Worker Training Program MOU with Sask. Environment, Sask. Advanced Education, Employment and Labour, and New North.	2007- 2012	In June 2008, Northlands College's Board signed a two-year Northern Forest Worker Protection Program MOU, April 2008 to March 2010.

KEY ACTIONS	Timeframe	Response
Co-chair a health sector training sub-committee of the Northern Labour Market Committee with the purpose of developing a long-term training strategy to address the labour market requirements of the northern health sector. Develop a multi-party training agreement involving health authorities, Northlands College, northern funding agencies, Sask. Health, Sask. Advanced Education, Employment and Labour, and First Nations Inuit Health Branch to address immediate and long-term human resource needs in northern health sector.	On-going	A detailed human resource analysis of the northern health sector has been completed and the final report with recommendations adopted in May 2008. A strategic planning session is scheduled for September 2008 involving all the northern health authorities, provincial and federal government departments and agencies, First Nation tribal councils and post-secondary institutions. The purpose of the session is to develop a go-forward strategy in the development of a multi-party training agreement.
Expand the delivery of apprenticeship training in northern Saskatchewan in collaboration with the Apprenticeship and Trades Certification Commission (ATCC) and the Northern Apprenticeship Committee (NAC). Provide dedicated, coordinated services to NAC through a joint funding arrangement with CAN/SASK, the Mineral Sector Steering Committee and the Northern Training Plan. Utilize mobile training unit to expand delivery of apprenticeship level training.	On-going	Northlands College delivered eight pre-employment trades programs in the areas of heavy equipment mechanics, welding, and plumbing and pipefitting, with a total of 72 participants resulting in a completion rate of 71%. Level one and two Carpentry were also delivered with 20 participants resulting in a 60% completion rate.
Complete the second year of a cooperative education Chemical Technology Diploma in partnership with SIAST and the Sask. Research Council.	2007-08	The Northlands component of the program completed December 2007. Four of the seven students completing continued on with the diploma program at SIAST, Kelsey Campus
Deliver a Geological Technician Program.	2007-08	A proposal for the development of a Northlands accredited program was submitted to Advanced Education, Employment and Labour. Delivery of program was delayed until September 2008 as part of the Northern Career Quest ASEP project.
Administer MPTP III on behalf of the Mineral Sector Steering Committee to address immediate and long-term human resource needs of the northern mining sector	2003-08	2007-08 was the final year of MPTP III. The Steering Committee commissioned an evaluation as the basis to move forward with MPTP IV. During 2007-08, a total of 6 skill training programs, 2 Adult 12 programs and Workplace Education Centers at two mine sites were funded through MPTP

GOAL 2:	Maximize education and training opportunities and to develop a more integrated, effective and sustainable delivery system through collaboration, coordination and partnerships
OBJECTIVES	1. Improve coordination, cooperation and joint planning among adult education and training institutions and funding agencies in order to better coordinate services and minimize duplication and overlap. 2. Develop partnership approaches that maximize utilization of community and industry resources to expand learning opportunities. 3. Develop partnerships and undertake collaborative planning with K-12 school divisions to facilitate transition from high school to post-secondary education and from post-secondary education to the workplace. 4. Increase access and provide a broader range of programs and services through the use of technology.

KEY ACTIONS	Timeframe	Response
Host semi-annual meetings with SIIT, DTI, and northern funding agencies to coordinate program delivery and minimize duplication and overlap.	On-going	Northlands College hosted an Institutions meeting in January 2008 to discuss program plans for 2008-09.
Maintain alternate education partnership with Ile a la Crosse School Division and DTI to facilitate transition from high school to post-secondary education.	2007-08	Partnered in the Adult 12 store front program in Ile a la Crosse program
On behalf of the NLMC and in collaboration with the Ministry of Advanced Education, Employment and Labour prepare the Regional Training Needs Assessment Report for Northern Saskatchewan.	On-going	Released April 2008
Partner with K-12 and Sask. Advanced Education, Employment and Labour in the delivery of pre-trades programs and employment related short courses for selected high school students.	On-going	No specific courses delivered to high school students in 2007-08. Discussions continued with Northern Lights School Division on training in such areas as heavy equipment operator and diamond drill helper.
Increase access and provide a broader range of programs and services through the use of technology: ▪ Operate TEL Service Centers in Buffalo Narrows, Creighton and La Ronge ▪ In partnership with Northern Lights School Division and Keewatin Career Development Corporation, participate in the development and delivery of an on-line high school program for youth and adults ▪ Deliver on-line learning options to expand Basic Education opportunities, particularly literacy, Adult 12 and GED Preparation ▪ Expand video-conferencing capability and apply technology to enhance course delivery. ▪ Expand technology access and research capability for northern Saskatchewan through partnership with SRnet and the extension of a 100 Mbps fibre-optic line to La Ronge. In partnership with SRnet and the Canadian Space Agency, serve as the site for a live connection to the Space Centre to expose K-12 students in grades 5-9 to space research. ▪ Partner with Peter Ballantyne Cree Nation and SIAST in piloting a distance delivered LPN program for the communities of Pelican Narrows, Deschambeault and Southend.	2007-08	Tel service centers continue to operate in each region Ninety six students accessed online classes through Edcentre.ca Video Conferencing was used to expand access in the University program. Northlands College hosted a live connection to the Space Station in August 2007 The pilot of Practical Nursing was launched in October 2007 with 15 participants in the communities of Pelican Narrows, Deschambault Lake and Southend.

GOAL 3:	Deliver relevant programs and services that respond to needs identified by northern stakeholders
OBJECTIVES	1. Establish a process for the effective input of community representatives, economic development agencies, business and industry, and funding agencies in determining training needs and priorities, based on labour market requirements. 2. Improve and expand the program approach to the delivery of university courses through a decentralized, multi-mode, student supported learning approach. 3. Improve the effectiveness of the Basic Education Program as a bridging program to further education and training, and/or employment. 4. Provide learning opportunities related to current and emerging needs such as health and social issues and the use of technology. 5. Strengthen the role of the College in assisting communities to build their capacity for social and economic development.

KEY ACTIONS	Timeframe	Results
Undertake formal needs identification/program planning process involving extensive consultations and joint planning with northern communities, government departments, economic development organizations, business and industry, aboriginal community, school divisions and other stakeholders. In collaboration with northern stakeholders, the timing of formal consultation process has been advanced to October/November to improve student recruitment, particularly in relation to sequential high school students.	On-going	Community Program Planning for 2008-09 was completed in November 2007. The College also consulted with other committees, agencies and industries in the north to finalize the initial program plan. The calendar was published in February 2008.
Incorporate curriculum changes resulting from BE Redesign into Northlands Developmental Studies program. Orient staff on curriculum and basic education assessment model.	2007-08	Northland College uses the new curriculum although the delivery is still promoted in the three Developmental Studies Phases.
Implement a literacy strategy in response to input from the northern literacy forum conducted in spring of 2007.	2007-2010	The Northern Literacy Network finalized the wording of the Northern Literacy Strategy. The College will continue to pursue initiatives that support the strategy.
Pilot delivery of Health Career Access program and continue to rely on Health Sector Training Subcommittee to define training needs of the northern health sector.	2007-08	Program was piloted in La Ronge in partnership with Mamawetan Churchill River Health Authority. The program will be expanded to include Buffalo Narrows and Creighton in 2008-09.
Maintain 4 program options in University Program: ▪ Certificate of Continuing Education Administrative Development ▪ Bachelor of Arts ▪ Teacher Entrance Option (first 2 years of a Bachelor of Education) ▪ Degree Completion: Bachelor of Arts in Northern Studies in partnership with University of the Arctic and University of Saskatchewan.	On-going	The first graduates of the Bachelor of Arts in Northern Studies completed in June 2008.

KEY ACTIONS	Timeframe	Response
Participate with NORTEP-NORPAC, Lac La Ronge Indian Band, GDI, Prince Albert Grand Council, Meadow Lake Tribal Council and First Nations University in discussions on the development of a northern university centre in La Ronge.	2007-08	Participated in feasibility study and provided feedback to the final report.
Undertake the delivery of training to support the Northern Economic Infrastructure Strategy (NEIS).	2007-2014	Northlands College delivered Heavy Equipment Mechanics to 15 participants, Heavy Equipment Operator training to 52 participants and Heavy Equipment Dozer training to 13 participants.
Delivery of Northern Municipal Clerk training program in partnership with Government Relations and New North.	2007-2009	The program will be delivered in 2008-09.

GOAL 4: Adopt inclusive approaches to achieve equitable opportunity and success

OBJECTIVES

1. Provide equitable access to programs and services for all learners according to individual needs and abilities and within the capabilities of the college
2. Provide bridging, transitional and support services to facilitate participation of all individuals.
3. Establish a climate within the College where everyone is treated with respect and encouraged to develop their full potential.
4. Adopt an advocacy role in addressing financial inequities, which limit access for learners.
5. Strive to achieve representative participation levels in College programs and in the College workforce.

KEY ACTIONS	Timeframe	Response
Maintain emphasis on Education Equity Policy and regularly monitor its application.	On-going	
Continue to support and resource learning strategists at the three campuses to assist students with learning challenges.	On-going	
Continue advocacy efforts in relation to student financial assistance.	On-going	
Work with Gary Tinker Federation to provide programs and services to meet the needs of people with disabilities.	On-going	
Maintain efforts of Employment Equity Committee in implementing special measures to achieve a representative college workforce.	On-going	Joint management/union committee met twice in 2007-08. Initiatives included completion of a monitoring report for the Sask Human Rights Commission, development of an orientation manual and identification of additional recruitment sources. Northlands also agreed to be signatory to a Workforce Partnership Agreement under First Nations and Metis Relation's Aboriginal Employment Development Program.

KEY ACTIONS	Timeframe	Progress
Delivery of Post Secondary Career Start programs in various northern locations to facilitate transition to employment.	On-going	
Maintain adequate Student Services at all college campuses including the provision of student residences.	On-going	
Incorporate academic bridging into technology related programs.	On-going	

GOAL 5: Improve accountability to the public for use of resources and achievement of outcomes in College programs and services.

OBJECTIVES

1. Develop valid and meaningful performance indicators to measure and report on the achievement of college goals and objectives.
2. Undertake regular reviews of the College programs and services to monitor progress in achieving objectives and improve quality
3. Establish effective methods to communicate results of College programs and services to the public.
4. Provide for effective board governance.

KEY ACTIONS	Timeframe	Progress
In keeping with the College's Program Review Policy, continue regular, in-depth review of all college programs on an annual cyclical basis.	On-going	No program was scheduled to be reviewed.
Implement a marketing and promotion strategy based on recommendations from an audit completed in 2004.	On-going	Initiated an awareness raising campaign through Missinipe Broadcasting Corporation.
Publicize Annual Report; maintain comprehensive college web-site; report regularly on college progress at Northern Labour Market Committee; maintain emphasis on regular stakeholder consultations.	On-going	Annual Report distributed by December 31, 2007; website revamped; CEO and SAO report regularly at Northern Labour Market Committee; community, industry, and institution consultations held regularly throughout the year.
Undertake on-going board development including participation in provincial and ASRC board development workshops.	On-going	Board attended scheduled governor development workshops. Board undertook in-depth review of Strategic Plan.
In June of each year, the board undertakes a self-evaluation of progress in achieving their goals and overseeing the operation of the college. CEO evaluation undertaken annually.	On-going	Evaluations completed in accordance with board policy.

Table 3

Performance Measures

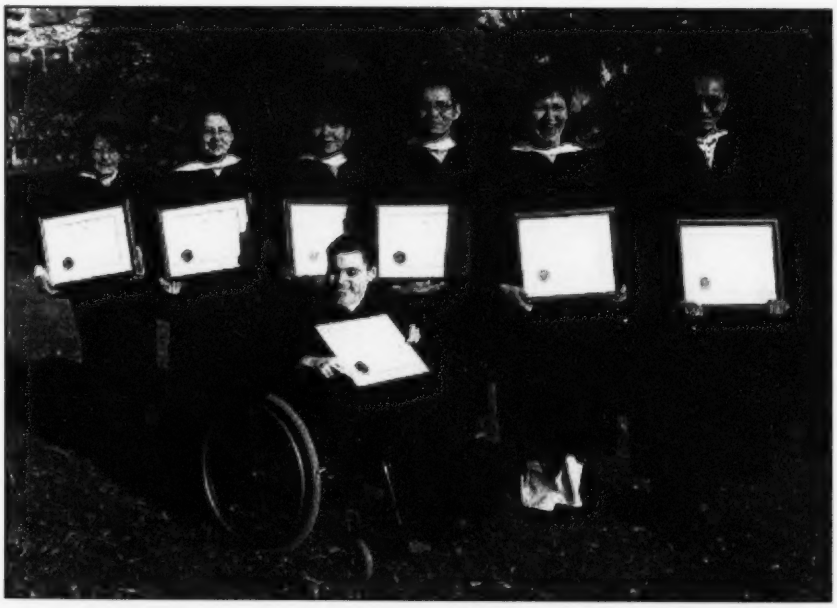
Number of Student Enrollments – expressed in terms of full load equivalents (FLE's) for all credit and non-credit programs (FT, PT and Casual)	Baseline		Target 2007-2008		Actual 2007-2008	
	#	FLE	#	FLE	#	FLE
a) Skills Training – Institute Credit	347	245	416	291	272	156
b) Skills Training – Industry Credit	269	70	225	53	328	136
c) Skills Training – Non-Credit	152	28	159	102	129	65
d) Basic Education – Credit	324	227	286	254	348	252
e) Basic Education – Non-Credit	668	266	302	381	420	277
f) University	100	30	93	45	71	33
Total	**1860**	**866**	**1481**	**1126**	**1568**	**919**

Skills Training – Institute Credit	Baseline		Target 2007-2008		Actual 2007-2008	
	#	FLE	#	FLE	#	FLE
# of Student Enrollments – expressed in terms of full load equivalents (FLE's) and distinct enrollment	347	245	416	291	272	156
Number of Graduates	212		262		140	
Number of Completers	63		75		42	
	%		%		%	
Participation (Enrollment) Rate %	35		45		28	
Graduation Rate	61		63		62	
Employment Rate from Follow-Up Surveys of FT Graduates	74		70		73	
Continued to Further Training Rates of FT Students	42		32		28	
Skills Training – Institute Credit – Aboriginal Persons Statistics	%		%		%	
Aboriginal Participation (Enrollment) Rate	90		82		86	
Graduation Rate as a Percentage of Total Graduates	90		82		85	
Graduate Rate as a Percentage of Enrollment	61		63		52	
Employment Rates of Full-time Aboriginal Persons	72		70		65	
Continued to Further Training Rates of Full-time Aboriginal Persons	41		30		29	

Skills Training – Industry Credit	Baseline		Target 2007-2008		Actual 2007-2008	
	#	FLE	#	FLE	#	FLE
# of Student Enrollments – expressed in terms of full load equivalents (FLE's)	269	70	225	53	328	136
Number of Graduates	171		160		216	
Number of Completers	42		43		72	
	%		%		%	
Participation (Enrollment) Rate %	21		24		29	
Graduation Rate	67		71		62	
Skills Training – Industry Credit – Aboriginal Persons Statistics	%		%		%	
Aboriginal Participation (Enrollment) Rate	91		82		97	
Graduation Rate as a Percentage of Total Graduates	91		82		97	
Graduate Rate as a Percentage of Enrollment	67		71		63	

Basic Education – ABE Credit	Baseline		Target 2007-2008		Actual 2007-2008	
	#	FLE	#	FLE	#	FLE
# of Student Enrollments – expressed in terms of full load equivalents (FLE's)	324	227	286	254	348	252
Number of Graduates	75		66		79	
Number of Completers	120		111		121	
	%		%		%	
Participation (Enrollment) Rate %	33		31		36	
Graduation Rate	23		23		22	
Emp. Rate from Follow-Up Surveys of FT Graduates	28		23		40	
Continued to Further Training Rates of FT Students	74		61		74	
Basic Education – ABE Credit – Aboriginal Persons Statistics	%		%		%	
Aboriginal Participation (Enrollment) Rate	96		94		94	
Graduation Rate as a Percentage of Total Graduates	99		94		94	
Graduate Rate as a Percentage of Enrollment	23		23		23	
Employment Rates of Full-time Aboriginal Persons	27		23		40	
Continued to Further Training Rates of Full-time Aboriginal Persons	73		61		73	

University	Baseline		Target 2007-2008		Actual 2007-2008	
	#	FLE	#	FLE	#	FLE
# of Student Enrollments – expressed in terms of full load equivalent (FLE's)	100	30	93	45	71	33
Participation (Enrollment) Rate %	11		10		7	
University - Aboriginal Participation (Enrollment) Rate	82		82		75	



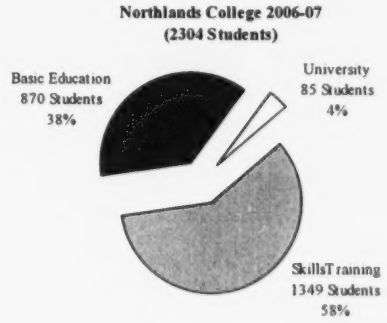
The first graduates of the Bachelor of Arts in Northern Studies degree completion program.

Table 4

Comprehensive Enrollment by Program Groups for Northlands College

College-wide		2006 - 2007					2007 - 2008				
		Programs	Student Enrollment			FLE's	Programs	Student Enrollment			FLE's
			FT	PT	Cas			FT	PT	Cas	
	Institute Credit:										
	SIAST	21	118	117	0	118.14	28	99	91	8	113.75
	Other	10	50	65	0	51.44	5	10	36	0	17.32
	Apprenticeship & Trade	10	11	26	0	50.38	3	12	16	0	25.10
	Total Institute Credit	*41*	*179*	*208*	*0*	*219.96*	*36*	*121*	*143*	*8*	*156.17*
	Industry Credit:										
	Total Industry Credit	*53*	*38*	*740*	*52*	*291.94*	*25*	*0*	*276*	*52*	*135.90*
	Non-Credit:										
	Total Non-Credit	*17*	*12*	*45*	*75*	*35.93*	*13*	*0*	*73*	*56*	*64.72*
Basic Education	Basic Education Credit:										
	Adult 12	5	100	84	0	113.89	6	64	131	0	115.07
	Adult 10	4	54	22	0	55.13	7	97	29	0	92.04
	Academic GED	1	16	11	0	37.98	1	20	7	0	44.69
	Total BE Credit	*10*	*170*	*117*	*0*	*207.00*	*14*	*181*	*167*	*0*	*251.80*
	Basic Education Non-Credit:										
	Employability/Life Skills	8	56	38	0	68.31	5	34	27	0	32.54
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	19	128	92	0	200.81	11	63	43	0	106.57
	Literacy	15	53	216	0	154.94	10	19	234	0	138.11
	Total BE Non-Credit	*42*	*237*	*346*	*0*	*424.06*	*26*	*116*	*304*	*0*	*277.22*
Total Basic Education		**52**	**407**	**463**	**0**	**631.06**	**40**	**297**	**471**	**0**	**529.02**
University	*Total University*	**3**	**35**	**50**	**0**	**38.10**	**3**	**25**	**46**	**0**	**32.90**
TOTAL ENROLLMENT		166	671	1506	127	1216.99	117	443	1009	116	918.71

Refer to glossary on page 59 for definitions of Student Full-time (FT), Student Part-time (PT), Student Casual (Cas), and Full Load Equivalent (FLE).



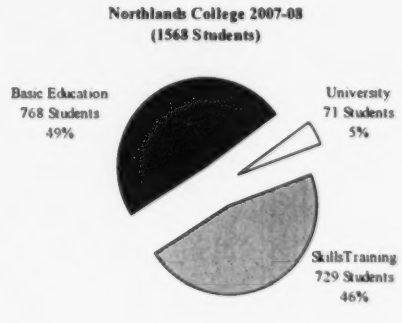
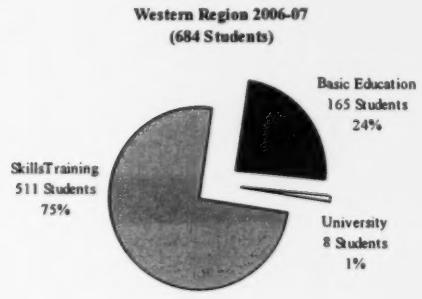


Table 4A

Enrollment by Program Groups for the Western Region

Western Region		2006 - 2007					2007 - 2008				
		Programs	Student Enrollment FT	Student Enrollment PT	Student Enrollment Cas	FLE's	Programs	Student Enrollment FT	Student Enrollment PT	Student Enrollment Cas	FLE's
	Institute Credit:										
	SIAST	7	54	9	0	29.30	6	31	9	8	39.31
	Other	5	40	33	0	36.91	2	10	10	0	6.94
	Apprenticeship & Trade	0	0	0	0	0.00	0	0	0	0	0.00
	Total Institute Credit	*12*	*94*	*42*	*0*	*66.21*	*8*	*41*	*19*	*8*	*46.25*
	Industry Credit:										
	Total Industry Credit	*22*	*0*	*314*	*32*	*95.53*	*9*	*0*	*94*	*32*	*51.92*
	Non-Credit:										
	Total Non-Credit	*5*	*0*	*8*	*21*	*3.48*	*1*	*0*	*7*	*0*	*0.85*
Basic Education	Basic Education Credit:										
	Adult 12	2	39	13	0	39.26	2	17	17	0	19.74
	Adult 10	1	9	6	0	8.98	2	25	3	0	22.44
	Academic GED	0	0	0	0	0.00	0	0	0	0	0.00
	Total BE Credit	*3*	*48*	*19*	*0*	*48.24*	*4*	*42*	*20*	*0*	*42.18*
	Basic Education Non-Credit:										
	Employability/Life Skills	2	16	3	0	30.15	3	21	15	0	15.01
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	3	22	12	0	31.67	2	9	9	0	14.67
	Literacy	3	32	13	0	47.50	0	0	0	0	0.00
	Total BE Non-Credit	*8*	*70*	*28*	*0*	*109.32*	*5*	*30*	*24*	*0*	*29.68*
Total Basic Education		**11**	**118**	**47**	**0**	**157.56**	**9**	**72**	**44**	**0**	**71.86**
University	*Total University*	**1**	**7**	**1**	**0**	**5.70**	**1**	**5**	**6**	**0**	**6.90**
TOTAL ENROLLMENT		51	219	412	53	328.48	28	118	170	40	177.78

Refer to glossary on page 59 for definitions of Student Full-time (FT), Student Part-time (PT), Student Casual (Cas), and Full Load Equivalent (FLE).



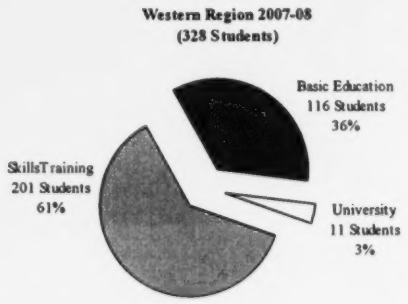
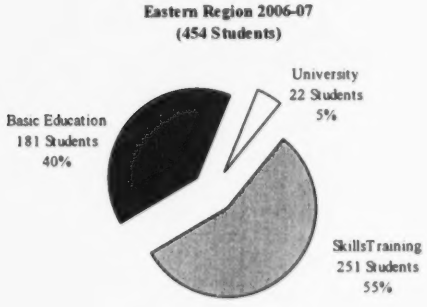


Table 4B

Enrollment by Program Groups for the Eastern Region

Eastern Region		2006 - 2007					2007 - 2008				
		Programs	Student Enrollment			FLE's	Programs	Student Enrollment			FLE's
			FT	PT	Cas			FT	PT	Cas	
	Institute Credit:										
	SIAST	5	17	72	0	27.54	10	28	35	0	27.72
	Other	2	0	12	0	2.06	1	0	8	0	1.63
	Apprenticeship & Trade	2	0	0	0	0.00	2	12	8	0	17.73
	Total Institute Credit	*9*	*17*	*84*	*0*	*29.60*	*13*	*40*	*51*	*0*	*47.08*
	Industry Credit:										
	Total Industry Credit	*10*	*38*	*87*	*19*	*94.67*	*4*	*0*	*34*	*12*	*13.71*
	Non-Credit:										
	Total Non-Credit	*2*	*0*	*5*	*1*	*3.97*	*6*	*0*	*55*	*3*	*58.81*
Basic Education	Basic Education Credit:										
	Adult 12	1	17	2	0	17.66	1	16	5	0	17.62
	Adult 10	1	10	10	0	13.71	3	41	21	0	38.38
	Academic GED	1	16	11	0	37.98	1	20	7	0	44.69
	Total BE Credit	*3*	*43*	*23*	*0*	*69.35*	*5*	*77*	*33*	*0*	*100.69*
	Basic Education Non-Credit:										
	Employability/Life Skills	1	10	3	0	9.48	0	0	0	0	0.00
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	7	37	38	0	66.40	4	18	6	0	26.78
	Literacy	2	10	17	0	15.89	3	10	27	0	24.49
	Total BE Non-Credit	*10*	*57*	*58*	*0*	*91.77*	*7*	*28*	*33*	*0*	*51.27*
Total Basic Education		**13**	**100**	**81**	**0**	**161.12**	**12**	**105**	**66**	**0**	**151.96**
University	*Total University*	**1**	**12**	**10**	**0**	**11.70**	**1**	**7**	**5**	**0**	**8.10**
TOTAL ENROLLMENT		35	167	267	20	301.06	36	152	211	15	279.66

Refer to glossary on page 59 for definitions of Student Full-time (FT), Student Part-time (PT), Student Casual (Cas), and Full Load Equivalent (FLE).



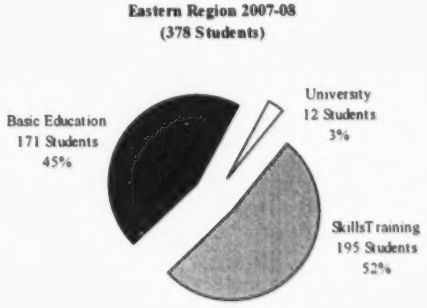
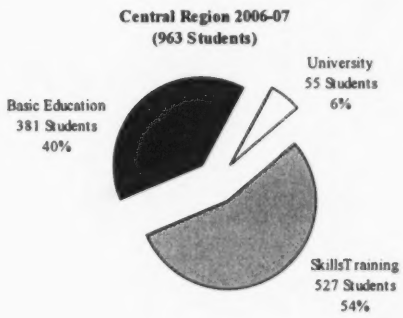


Table 4C

Enrollment by Program Groups for the Central Region

Central Region		2006 - 2007					2007 - 2008				
		Programs	Student Enrollment			FLE's	Programs	Student Enrollment			FLE's
			FT	PT	Cas			FT	PT	Cas	
	Institute Credit:										
	SIAST	9	47	37	0	61.30	12	40	47	0	46.72
	Other	3	10	20	0	12.48	2	0	18	0	8.75
	Apprenticeship & Trade	4	0	14	0	12.38	1	0	8	0	7.37
	Total Institute Credit	*16*	*57*	*71*	*0*	*86.16*	*15*	*40*	*73*	*0*	*62.84*
	Industry Credit:										
	Total Industry Credit	*18*	*0*	*301*	*1*	*92.91*	*8*	*0*	*97*	*9*	*46.22*
	Total Non-Credit	*10*	*12*	*32*	*53*	*28.49*	*6*	*0*	*11*	*53*	*5.06*
Basic Education	Basic Education Credit:										
	Adult 12	2	44	69	0	56.97	3	31	110	0	77.71
	Adult 10	1	18	4	0	18.09	2	31	5	0	31.22
	Academic GED	0	0	0	0	0.00	0	0	0	0	0.00
	Total BE Credit	*3*	*62*	*73*	*0*	*75.06*	*5*	*62*	*115*	*0*	*108.93*
	Basic Education Non-Credit										
	Employability/Life Skills	5	30	32	0	28.68	2	13	12	0	17.53
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	4	28	26	0	50.44	2	11	16	0	18.42
	Literacy	8	11	119	0	69.75	5	9	98	0	71.77
	Total BE Non-Credit	*17*	*69*	*177*	*0*	*148.87*	*9*	*33*	*126*	*0*	*107.72*
Total Basic Education		**20**	**131**	**250**	**0**	**223.93**	**14**	**95**	**241**	**0**	**216.65**
University	*Total University*	**1**	**16**	**39**	**0**	**20.70**	**1**	**13**	**35**	**0**	**17.90**
TOTAL ENROLLMENT		65	216	693	54	452.19	44	148	457	62	348.67

Refer to glossary on page 59 for definitions of Student Full-time (FT), Student Part-time (PT), Student Casual (Cas), and Full Load Equivalent (FLE).



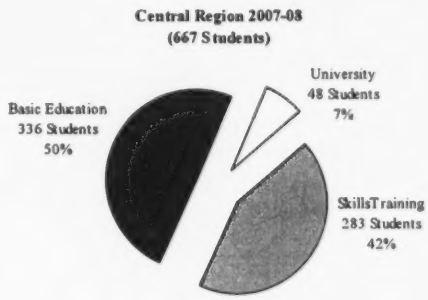
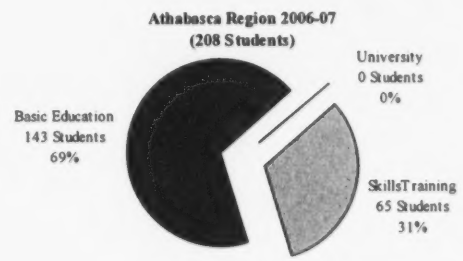


Table 4D

Enrollment by Program Groups for the Athabasca Region

Athabasca Region		2006 - 2007					2007 - 2008				
		Programs	Student Enrollment			FLE's	Programs	Student Enrollment			FLE's
			FT	PT	Cas			FT	PT	Cas	
	Institute Credit:										
	SIAST	0	0	0	0	0.00	0	0	0	0	0.00
	Other	0	0	0	0	0.00	0	0	0	0	0.00
	Apprenticeship & Trade	4	11	12	0	38.00	0	0	0	0	0.00
	Total Institute Credit	*4*	*11*	*12*	*0*	*38.00*	*0*	*0*	*0*	*0*	*0.00*
	Industry Credit:										
	Total Industry Credit	*3*	*0*	*42*	*0*	*8.82*	*4*	*0*	*51*	*0*	*24.05*
	Non-Credit:										
	Total Non-Credit	*0*	*0*	*0*	*0*	*0.00*	*0*	*0*	*0*	*0*	*0.00*
Basic Education	Basic Education Credit:										
	Adult 12	0	0	0	0	0.00	0	0	0	0	0.00
	Adult 10	1	17	2	0	14.34	0	0	0	0	0.00
	Academic GED	0	0	0	0	0.00	0	0	0	0	0.00
	Total BE Credit	*1*	*17*	*2*	*0*	*14.34*	*0*	*0*	*0*	*0*	*0.00*
	Basic Education Non-Credit:										
	Employability/Life Skills	0	0	0	0	0.00	0	0	0	0	0.00
	English Language Training	0	0	0	0	0.00	0	0	0	0	0.00
	General Academic Studies	5	41	16	0	52.30	3	22	13	0	46.70
	Literacy	2	0	67	0	21.79	2	0	110	0	41.85
	Total BE Non-Credit	*7*	*41*	*83*	*0*	*74.09*	*5*	*22*	*123*	*0*	*88.55*
Total Basic Education		**8**	**58**	**85**	**0**	**88.43**	**5**	**22**	**123**	**0**	**88.55**
University	*Total University*	**0**	**0**	**0**	**0**	**0.00**	**0**	**0**	**0**	**0**	**0.00**
TOTAL ENROLLMENT		15	69	139	0	135.25	9	22	174	0	112.60

Refer to glossary on page 59 for definitions of Student Full-time (FT), Student Part-time (PT), Student Casual (Cas), and Full Load Equivalent (FLE).



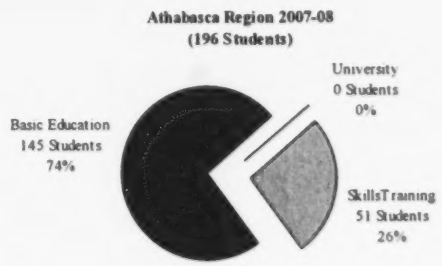
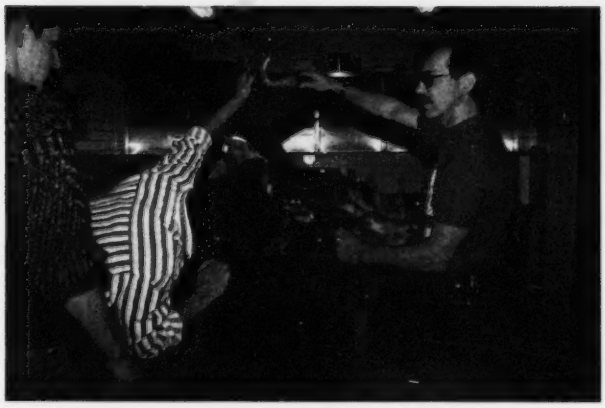


Table 5

Equity Participation Enrollments by Program Groups for Northlands College

Program Groups		ACTUALS 2006-2007											
		Aboriginal			Visible Minority			Disability			Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
	Institute Credit												
	SIAST	103	107	0	2	0	0	1	0	0	118	117	0
	Other:	49	62	0	1	1	0	0	1	0	50	65	0
	Apprenticeship & Trade	8	25	0	0	0	0	0	1	0	11	26	0
	Total Institute Credit	*160*	*194*	*0*	*3*	*1*	*0*	*1*	*2*	*0*	*179*	*208*	*0*
	Industry Credit												
	Total Industry Credit	*38*	*716*	*48*	*0*	*3*	*0*	*1*	*1*	*0*	*38*	*740*	*52*
	Non-Credit												
	Total Non-Credit	*12*	*45*	*57*	*1*	*0*	*2*	*0*	*1*	*0*	*12*	*45*	*75*
Basic Education	Basic Education Credit												
	Adult 12	97	77	0	1	1	0	1	0	0	100	84	0
	Adult 10	54	22	0	0	0	0	0	0	0	54	22	0
	Academic GED	16	10	0	0	1	0	0	0	0	16	11	0
	Total BE Credit	*167*	*109*	*0*	*1*	*2*	*0*	*1*	*0*	*0*	*170*	*117*	*0*
	Basic Education Non-Credit												
	Employability/Life Skills	55	38	0	0	0	0	4	1	0	56	38	0
	English Language Training	0	0	0	0	0	0	0	0	0	0	0	0
	General Academic Studies	130	92	0	0	0	0	1	4	0	130	104	0
	Literacy	53	185	0	1	4	0	3	7	0	53	216	0
	Total BE Non-Credit	*238*	*315*	*0*	*1*	*4*	*0*	*8*	*12*	*0*	*239*	*358*	*0*
Total Basic Education		**405**	**424**	**0**	**2**	**6**	**0**	**9**	**12**	**0**	**409**	**475**	**0**
University	*Total University*	**30**	**39**	**0**	**0**	**1**	**0**	**1**	**1**	**0**	**35**	**50**	**0**
TOTAL ENROLLMENT		645	1418	105	6	11	2	12	17	0	673	1518	127

A look at Northlands College's programming over 20 years . . .



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